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ABSTRACT

Outlined are factors in effective instruction for linguistically diverse students in the public schools, particularly when those students are not enrolled in English-as-a-Second-Language or bilingual education programs but are integrated with English-proficient students in the regular classroom. The term "mainstreaming" is defined as it is applied to this population, and guiding principles for effective classroom mainstreaming are presented. Classroom instructional behaviors and techniques found to be effective in supporting the learning process of linguistically diverse students are specified, most concerning classroom communication and presentation of information. Classroom activities recommended for use with this population are listed, and common characteristics of urban children are noted. A series of useful strategies to be used individually or combined for effective instruction are detailed, and a checklist of questions the teacher can ask himself concerning the students, syllabus, instructional materials, and teaching techniques is included. Individual and classroom factors affecting second language acquisition are described, and considerations in assessment are examined. (MSE)

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PERSPECTIVES AND RESOURCES FOR ADDRESSING EDUCATIONAL NEEDS OF LINGUISTICALLY DIVERSE STUDENTS

Maria Korkatsch-Groszko, Ph.D.

Introduction

National educational objectives for school students, *GOALS 2000*, suggest a restructured educational system that will hold all students to high common standards of achievement. In 1993, the U.S. Department of Education reported that 2.31 million children were classified as linguistically diverse. A significant number of linguistically diverse students' academic and linguistic needs are met through ESL and bilingual education programs. There are other children who do not receive this type of specialized instruction, and they are integrated with English proficient students in the regular classroom. Often teachers are not aware of the linguistically diverse students' linguistic levels, cultural diversity, and learning styles. English proficient students focus on cognitive tasks in the classroom. Linguistically diverse students focus on cognitive and linguistic tasks at the same time. Mainstream educators need to understand that these students do not have the sufficient academic English language skills to be able to follow the subject areas of the designated curriculum.

Mainstreaming Linguistically Diverse Students: Definition

Research indicates that, although mainstreaming linguistically diverse students into the regular classroom has been a common educational programmatic practice, the term is not well defined in the current educational literature. A review of the literature indicates that mainstreaming means different things for different individuals. *Mainstreaming* may refer to three different concepts:

1. Classrooms in which the school curriculum is delivered through the medium of English and it has not been modified for non-native English speakers;
2. The exit of students participating in language assistance programs such as ESL or bilingual education, transferring the students into regular classrooms where instruction is totally in English;
3. The inclusion of special education students in regular classrooms.

In the context of linguistically diverse students, *mainstreaming* is used to define three groups of students:

1. Students who are removed or exited from bilingual or ESL programs;
2. Students who are placed in regular classrooms for most of the day but receive specialized language development (usually ESL or basic skills development) during the school day;
3. Students placed into an all English classroom for the entire school day.

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Guiding Elements for Effective Mainstream Classrooms

Four important elements should be considered in a well-planned and developed mainstream program for linguistically diverse students.

1. Mainstreaming should provide a full range of educational opportunities to all students, eliminating social and racial barriers. Provide linguistically diverse students with opportunities to interact with English proficient students on a daily basis. The interaction provides for an environment of "equality" among the diverse student population and becomes the context for English language development. All students learn together. Maintaining high expectations of all students is recommended. Teachers need to see linguistically diverse students as equal to English proficient students in terms of cognitive and social strengths, while being sensitive to students' linguistic needs as well as cultural and ethnic differences.

2. Mainstreaming should provide opportunities for English language learners to interact socially with English proficient peers. Linguistically diverse students are surrounded by English proficient peers and are forced into meaningful communication. Opportunities are provided for real communication. This process is assisted by what linguistically diverse students already know about language through their first language so that they can make successful transfers to and correct generalizations in the second language.

3. Mainstreaming should provide opportunities for groups to function effectively once successful instructional strategies are employed. Active involvement of students is one way of ensuring learning and social development. Instructional strategies are recommended to improve students' social skills, self-esteem, and academic development: highly interactive learning activities; heterogeneous groups; cognitively demanding tasks; cooperative learning. Cooperative learning promotes higher achievement, develops social skills, and puts responsibility for learning on the learner.

4. Mainstreaming should provide opportunities for all teachers to consider the language demands of all students in the classroom. Classrooms reflect a variety of linguistic backgrounds as well as a variety of language development among students. Not all English proficient students show the same level of English proficiency. Classrooms that have linguistically diverse students reflect a broader variety of linguistic and cultural language differences. Teachers of mainstream classrooms have to be aware of these differences and plan to provide instructional experiences that take into consideration all these levels.

Schools should only consider mainstreaming linguistically diverse students once they have explored other recommended instructional approaches, such as ESL and bilingual education, and have found that these approaches are impossible to implement in their school setting. Caution needs to be taken in mainstreaming linguistically diverse students. These students should be provided with the necessary opportunities for developing academic language proficiency in English without sacrificing the acquisition of subject matter. Decisions to mainstream should not be made solely on the basis of students' oral ability. There are two types of language proficiency: *surface* and *deep structure*. *Surface* proficiency is

functional interaction at the personal level and every day topics (BICS), and only two years to acquire. *Deep structure* is referred to as the cognitive academic language proficiency (CALP) related to the academic language needed for development of thinking processes - explanations, expressions of opinion, defend a point of view, understand the content, and requires five to seven years for acquisition (at a minimum, depending on the socioeconomic status of the family structure). (Cummins, 1980, 1982, etc.) Teachers plan for linguistically diverse students' development of English skills and academic subject matter content, when students are provided with access to appropriate curriculum and instruction. Linguistically diverse students need to be instructed to become competent socially, academically and personally.

Assisting Linguistically Diverse Students in the Learning Process.

The following is a list of suggestions to be used in order to facilitate language understanding and learning of content in the classroom. **These strategies may seem simple and unnecessary to teachers, however linguistically diverse students have identified them as crucial in facilitating understanding and comprehension in the classroom.**

Make students feel at ease. They should not feel anxious or afraid. Do not shout or emphasize each syllable or word when trying to communicate. It does not help.

Speak at a normal rate of speed and normal intonation. Speak clearly.

Encourage situations where the second language learners can interact with English speakers.

Give students opportunities to act-out responses (silent period): point, show, yes-no questions.

Present concepts with activities so that students can use their senses: see, feel, small, hear.

Use as many concrete objects as possible to make language meaningful for them.

Music and songs are effective and fun ways for second language learning.

Focus on content and focus on messages not grammatical error or mispronunciation (at first).

Expect errors during communication, create a positive climate where students do not feel embarrassed by making a mistake. Model correct responses.

Language acquisition follows developmental stages. Do not expect students to learn "late structures" early, i.e. simple sentences/statements are learned first, then compound sentences.

pre-production stage: mostly listening and observing; receptive skills; no speaking.
early production stage: single words; short phrases.
speech emergence: meanings are communicated while language forms still demonstrate lack of fluency.
intermediate fluency: both meaning and forms are approaching appropriate levels; growth

still required in specific areas; pragmatic and overall fluency; student may be placed in an English basal reader.

Consider linguistic and academic challenges encountered by linguistically diverse students.

Major concepts should be written on the blackboard and not erased until all students have copied down the information.

Writing on the board should be simple and legible.

Handouts and guide sheets should always be distributed to students to help them follow what is being presented during the lesson and which may be used when studying at home.

Audiovisual materials such as videos, films and other aids are recommended to reinforce information visually and aurally.

Students should be allowed to use tape recorders during lectures.

Major assignments should provide written instructions.

Teaching concepts, use several examples to illustrate the main ideas or main concept.

Concepts need to be explained step-by-step.

When linguistically diverse students ask questions, before responding, questions should be repeated, paraphrasing them.

Jokes and slang in class should be avoided.

Incorporate literature from the students' ethnic backgrounds in all subject areas in the classroom., thus providing a rich and interesting curriculum.

Activities Recommended for Use with Linguistically Diverse Students

In an effort to develop literacy skills, these and other activities are recommended as part of the instructional process. These will especially contribute to the development of communicative competence.

Concentration: matching items that go together.
Path-type games.
Bingo.
Categories: classify, compare, contrast.
Role playing.
Student-made scrapbooks.
Student-made picture dictionaries.
Physical response: mime, act-out commands.

Mini field trips around the building.
Modeling.
Card-type games using pictures: Fish, Old Maid, War, etc.
Choices: best food, biggest..., prettiest..., etc.
Scavenger hunt: give directions to find something in the building, room, map, etc.
Sequencing: use comics cut apart to place events in order.
Spinner: pictures in a circle, spin, identify object on the picture.
Actions: draw a card and perform the indicated action.
Poems, songs, jump rope rhymes.
Puppets.
Language-word exchange: use pictures or actions. Teacher gives English, student gives equivalent in first language. Reverse the roles.
Puzzles.
Strategy games.
Tape record the student talking or reading.
VCR: view commercials or news.
Camera: take pictures of school and community places for role playing and simulated field trips.

Characteristics of Urban Children

Extremely verbal in out-of-school situations. Articulate in conversation with peers.
Descriptive, expressive, colorful use of slang.
Positive attitude toward education. Value education as a means of personal achievement.
However, a negative attitude often exists about the institution of the school.
Cooperative and mutual aid prevails, as a result of the extended family concept.
Avoid competitiveness. Informality and humor prevail in out-of-school relationships and carry into the classroom.
Enjoy freedom and no self-blame. Spend little time crying over "spilled milk."
Lessened sibling rivalry. Children enjoy each other's company and derive security from the extended family.
Enjoy music, sports, games, cards. Greater enjoyment seems to be derived from creative and expressive activities.
Express anger and other emotions readily. They lack emotional deviousness.
External outlook/orientation, rather than introspective outlook toward environment.
Spatial perspective , rather than temporal perspective.
Expressive orientation, rather than instrumental orientation toward problem solving.
Consent-centered, rather than form-centered mental style.
Problem-centered, rather than abstract-centered approach to decision making.
Physical and visual learning approach. May be a slow learner, but this should not be confused with "dullness".

Strategies for Linguistically, Culturally and Ethnically Diverse Students

Teachers may use any combination of the following recommended strategies to best serve the needs of their students.

Create Truly Bilingual Classrooms . Teachers provide literacy and content instruction for students in their native language while they are learning English. --- respect the language and culture of ethnically and linguistically diverse students and parents/guardians to develop educational situations and maximize the resources these students bring to school....developmental or late-exit bilingual programs are more successful than early-exit programs

Incorporate Dual-Language Strategies. Teachers incorporate dual-language strategies in the classroom. --- teach content in the native language while teaching English as a second language by interacting with monolingual English-speaking students who are also learning a second language.

Use Integrated, Holistic Approaches. Teachers use integrated, holistic approaches to language experiences for second-language learners instead of rote drill and practice. Students practice English in oral and written forms in ways that are non-threatening, have a real purpose, and are enjoyable. --- use language-experience approaches to learn content in English (connect speaking, writing, and reading); emphasize "communicative competence" for social and cultural rules.

Use Subject Matter to Teach Language. Teachers use subject matter, rather than specific linguistic skill exercises, to teach English to students with limited proficiency in English. --- teach the second language in a "functional way", similar to the way they learned their first language.

Use Sheltered English Strategies. In multilingual schools that are too linguistically diverse to form bilingual classrooms, teachers further the learning of English for students who are proficient in languages other than English by teaching content-embedded English as a second language and by using "sheltered English" strategies. --- make learning of subject matter simple and comprehensible; use visuals for vocabulary; simplify language; present grammar structures sequentially; present many examples and hands-on activities; if at all possible, avoid pull-out programs which stigmatize children.

Practice English by Solving Problems in Cooperative Groups. Teachers organize classrooms into flexible, heterogeneous, cooperative learning groups composed of native and non-native speakers of English in order to give language-minority and limited-English-proficient students opportunities to practice English in problem-solving situations. --- structure cooperative learning situations to enable more activity in the learning process; provide for more practice and rehearsing of the second language; challenge the use of language through small groups.

Use Cross-Age and Peer Tutoring. In bilingual programs, teachers use peer tutoring, cross-age tutoring, to engage English-speaking and limited-English-proficient students in conversations

that lead to enhanced literacy and language acquisition. --- heterogeneous cross-ability grouping promotes tutoring through the sharing of different skills in different contexts.

Respect Community Language Norms. Teachers demonstrate respect for each student's language and do not prevent bilingual students from alternating between English and their native language (code switching) while they work together. --- encourage communication to be accomplished.

Use Thematic, Interdisciplinary Teaching. Teachers integrate the learning of subject matter and the learning of a second language by providing learning opportunities related to a theme. --- utilize thematic approaches to enhance learning and comprehension because new learning is incremental and added to a theme that the students already understand-it is connected to a known core.

Use Computers and Peer Tutors to Enhance Language Learning. Teachers provide students with the use of a computer in learning English as a second language. --- schedule pairs of students on a computer and give interactive tasks; with word processing programs and a partner who is a second-language learner, students have the opportunity to generate language, create dialogues, interview each other and assist each other with vocabulary and grammar.

Maintain High Standards and Expectations. Teachers maintain high standards and demonstrate high achievement expectations for all ethnically, culturally, and linguistically diverse students. --- offering challenging and advanced coursework; involve students in problem-solving activities that require them to use judgment, form opinions, do research, use analytic skills, evaluate, make recommendations, manage time, do homework; ask higher-order questions.

Incorporate the Home Culture. Teachers learn about their students' home-community culture in order to better comprehend students' behavior in and out of the classroom. --- enlist parents/guardians as resources to help clarify their cultural expectations concerning the roles of teachers and students, discipline patterns, reward systems, and values held by young people from linguistically and ethnically diverse cultures.

Encourage Active Participation of Parents or Guardians. Teachers inform parents of the importance of talking with their children, taking the time to read to them (in their home language), sharing oral histories and traditional folk tales, labeling objects and events around the home. --- share information about the parent/guardian's role in a child's learning by offering specific suggestions; the more interaction and communication, the more children learn.

Capitalize on Students' Backgrounds. Teachers recognize that learning is strongly influenced by students' cultural backgrounds. Although students differ in their knowledge of oral and written language, research demonstrates that all children come to school with a background of experience that teachers can capitalize on during the learning process. --- elicit students' experiences in classroom discussions in an effort to enhance self-esteem and motivation.

Use Culturally Relevant Curriculum Materials. Teachers use culturally relevant curriculum and instructional materials that recognize, incorporate, and accurately reflect students' racial heritage and the contributions of various ethnic groups. --- adapt the curriculum to focus lessons on topics that are meaningful to students; read about the contributions made by their own racial or ethnic group to the history and culture of the United States.

Identify and Dispel Stereotypes. Teachers use language and instructional resources that are nonsexist, nonracist, and nonethnocentric; stereotypes are pointed out to students. --- select materials/texts written by authors who incorporate a wide range of perspectives in an effort to prevent demeaning depiction of a group; point out sexist language and ethnic, racial, or gender stereotypes in instructional materials.

Create Culturally Compatible Learning Environments. Teachers recognize the influence of students' learning styles, culture, and native language on the ways in which they learn and use language. --- acknowledge students' cultural norms and expectations concerning communication and social interaction in an effort to prevent confusion and anxiety and fostering an environment of learning (small group classroom organization; peer assistance; instructional conversations).

Use Cooperative Learning. Teachers use cooperative learning approaches that increase the likelihood of interethnic friendships and improved attitudes and behaviors toward classmates of different backgrounds. Methods that include group goals and individual accountability are the most effective. --- provide students with time to get to know each other and to find out what they share in common in the hope of developing mutual respect and friendships.

Capitalize on Students' Culture, Language, and Experiences. Teachers construct lessons in ways consistent with students' home-community culture and language to take advantage of students' cognitive experiences and to allow students opportunities to engage in behaviors conducive to achievement. --- model expectations about how to interact with adults and other children to match the teachers' and administrators' expectations for such interaction.

Providing for a Positive Classroom Experience

The following questions will assist with a more effective classroom experience for the student(s), as well as the teacher.

Is my lesson (my lessons) well planned and purposeful?

Show evidence of gathering outside materials for instruction;
Select and use materials that are appropriate for instruction;
Make thorough and meaningful daily and unit plans;
Plan appropriate use of content;
Consider factors of sequence and continuity in planning;
Make provisions for individuals' needs and varying abilities;
Consider exceptional learners and show awareness of multicultural factors;
Plan for a wide variety of teaching techniques;
Perform tasks promptly and effectively.

Am I meeting the interests and needs of the students? Are they motivated to learn?
Use a variety of procedures for appraising achievement;
Make evaluation in terms of objectives of instruction;
Recognize individual differences;
Work effectively with students of various backgrounds and abilities;
Use a variety of teaching techniques;
Utilize methods which reach and maintain pupil interest;
Develop rapport to the extent that students seek help in solving problems;
Vary student activity with the instructional situation;
Arrange classroom to provide optimum setting for learning;
Show sincere interest in students and sensitivity to the feelings and needs of others;
Exercise open-mindedness and cooperation in dealings with others.

Are the students actively involved in learning?
Provide opportunities for participation and class discussion;
Make appropriate adjustments for the interest and attention span of students;
Reinforce and reteach previous learnings as needed;
Adapt instruction to take advantage of spontaneous situations;
Use audio-visual aids and supplemental materials.

Is the material at an appropriate level of difficulty? Do I have reasonable expectations for each student?
Adequately prepared to teach the subject assigned;
Use explanations and examples which are appropriate to student level;
Develop processes of inquiry, problem solving, and critical thinking on the part of students;
Make assignments that are clearly understood;
Maintain reasonable expectations of students/for students.

Do the students understand exactly how they are expect to conduct themselves? Am I fair and consistent with my treatment of individual students? Do I carry out my promises?
Reinforce classroom rules and regulations;
Gain respect and confidence of students;
Handle classroom situations in a fair and consistent manner;
Work effectively with individuals and small groups;
Adjust voice to fit the situation;

Factors Impacting Second Language Acquisition

Learning is affected by many conditions. Individual differences in styles, strategies, and pace of learning influence the rate and success of second language acquisition. These factors have social, cognitive and affective implications.

Aptitude. The influence of aptitude (the special ability involved in language learning) on second language acquisition cannot be traced accurately. However, researchers have indicated that aptitude is a major factor determining the level of success of classroom language learning. Limited-English-proficient students come with different oral bases, different literacy traditions, different writing systems, different concepts of sound-symbol relations, and different modes of normal discourse along with strong patterns, different levels of development in their primary languages. Aptitude may be an important factor in the rate of development, particularly in formal classroom instruction. ESL students with a "talent" for formal instruction are likely to learn more rapidly.

Personality. Although research does not show a clearly defined effect of personality (a number of personal traits in the individual) on second language learning in general, it has indicated to play a major role in the acquisition of communicative competence. Extroverted individuals learn to speak the language more rapidly and are more successful than introverted learners because they find it easier to make contact with other speakers of the target language. Exposure to the active use of the language assists in the acquisition of the second language.

Attitude. Beliefs that learners have toward members of the target language group and toward their own culture will determine the rate of second language acquisition. Intake and motivational variables have been found to be related to second language acquisition - attitudes toward the community and people who speak the second language; attitudes toward learning the target language; attitudes towards languages and language learning in general.

Motivation. Research on motivation (overall goal and orientation) focuses on the distinction between the desire to learn a language stemming from a positive attitude toward a community of its speakers and the desire to learn a language in order to attain certain career, educational, or financial goals. Practical value is a strong predictor of second language acquisition.

Learning Style. Individuals have a consistent and rather enduring preference, general characteristics of intellectual functioning and personality - field dependence and field independence.

"Silent Period". Speech emerges in stages. Initially the individual concentrates on the message that is being conveyed to them. Concentration is primarily on listening for comprehension, or on reading comprehension.

Collaborative Meaning Making Process. Successful use of the second language means using interpretation, expression, and negotiation of meaning. Language is learned interactively and in context. Meaning is the key to second language linguistic development. Using language for understanding and communication is of importance.

Language Errors. With the exception of pronunciation, most second language errors are similar to first language errors. Errors are to be expected and used as indicators of progress through the stages of language acquisition. It is necessary to be aware of the length of time

necessary to acquire proficiency. Failure to do so may result in unrealistic expectations and put pressure on LEP students to perform.

Goals and Empowerment Skills . Successful learners share a sense of confidence-building, ego-enhancing, and a quest for competence in some area of knowledge or skill. Learners need to be empowered to learn language for their own personal reasons of achieving competence and autonomy.

Culture. It is deemed important to validate and preserve the first culture by accepting it and using it in the classroom. Culture generates pride when it is reflected in the school and curriculum.

Role of Bilingualism. Assess to two languages helps set the tome for promoting achievement of all students. Bilingual education refers to instructional programs in which students are able to study subject matter in their first language, while their weaker language skills are being developed. There is research that substantiates that cognitive development is facilitated by instruction in the first language, that students develop more positive attitudes toward school as the result of native language usage, and that instruction in the native language actually increases acquisition in the second language. Focus must be given to native language skills, second language, high standards for students, involving students, fluency of teachers, integration of the program, quality of instructional materials, and support from community.

Time Devoted to Each of the Languages. It is important to create classroom structures within which negotiation of meaning in a weaker language can take place. The amount of time devoted to each language if a primary factor in creating a successful classroom structure. The proportion of instructional time on each language may vary by programs..

Type of ESL Program. Comprehensive English development is provided through both English as a second language classes and the use of English instruction in academic content areas. There are several types of programs: holistic, pull-out, intensive, sheltered

Linguistic Goals of a Bilingual Program. Programs will vary with respect as to whether they are intended to maintain the student's native language indefinitely (maintenance/developmental bilingual) or are only to help them ultimately adjust to an all-English program (transitional). Both programs include acquisition of the second language and subject matter instruction in the native language. Bilingual education covers a wide range of types of programs.

Assessment and Recommended Practices

Assessment occurs in order to place students in classes, to measure students' progress and achievement, to guide and improve instruction, and to diagnose students' knowledge on a topic before it is taught. In order to assess, educators need to assure that students have enough language proficiency to be able to understand the content being used for assessment. Most assessment instruments test both content concepts and language ability, particularly reading comprehension and writing. Most assessment of LEP students is based on measuring English proficiency, by which

content area topics, thinking skills and linguistic domains necessary for learning are not measured. It is not a good idea to make language and academic decisions about LEP students on the basis of a single test score.

All culturally and linguistically diverse students should be assessed using multi-dimensional procedures which are to include teachers' observations, students' work, collective group work (unstructured approach), questionnaires/home surveys, standardized tests (structured approach), and portfolios of students' work. Structured method are reliable and valid as long as they are properly scored and interpreted. The unstructured are more difficult to score and evaluate but they provide valuable information about the skills of students in the areas of language proficiency, language development, and the acquisition of content knowledge and skills. Observations should involve as many different types of literacy events (reading writing, listening, speaking) as possible.

Language samples. Any written work can be gathered and used to assess progress in language and content development. Summaries, reflections, scripts for plays, and language experience stories, journals may be used for assessment.

Original Documentation of Initial Academic Activity(ies). This includes asking students to perform a specific academic activity for the purpose of observing specific language skills or content. Reading aloud from an appropriate text provides teachers information on semantic, syntactic, graphic, and phonemic aspects.

Rating Scales/Inventories. Comments are recorded regarding observed behavioral, emotional, and academic behavior and/or performance.

Checklists. Observers check only the presence or absence of a behavior or product, and document the rate and degree of accomplishments within the curriculum.

Interviews. Conducted with a student or group of students, provides the teacher to obtain information of particular interest. Interviews need to be simple and to the point.

Tests. Cloze tests provide measure of reading comprehension. Criterion-reference tests measure progress through the curriculum. Standardized tests measure language proficiency or specific academic areas. Tests of language proficiency should be accompanied by teachers' own judgments and observation data. In evaluating English ability, it is suggested that as many types of instruments as possible be used to assess the same skill or area, to include formal tests and portfolio information.

A comprehensive assessment approach yields information relative to student mastery or non-mastery of specific content areas, cognitive skills, and language proficiency. Identifying these areas in individual students' profiles can provide sound basis for making instructional decisions about linguistically diverse students. Once all assessment information is compiled, the next step is to use that information for instructional purposes.

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